

**Early Childhood Advisory Council Progress toward Implementing the Components
included in the 2011 Early Learning Challenge Grant**

B. High-Quality Accountable Programs – Section B of the Early Learning Challenge Grant required states to implement a tiered quality rating and improvement system designed to support early childhood education programs in meeting standards for program quality. Under the Cuomo administration, QUALITYstarsNY was fully developed by the ECAC and meets that requirement. New York’s application lost significant points (only 65 percent of available points) in this section due to the fact that our quality rating and improvement system had yet to be implemented. At the time of the submission, a successful pilot test had been completed and the rating system was validated, but implementation had not been initiated. The ECAC has since implemented QUALITYstarsNY in 450 early childhood education programs across the state.

Proposed changes in the selection criteria for this section – There are no changes to this section; however, we have received clarification that **all** programs must be included in the system. This will cause us to have to include all licensed and registered programs as enrolled in QUALITYstarsNY, moving away from it being a totally voluntary system.

COMPONENT	IMPLEMENTATION PROGRESS	ADVANTAGES/DISADVANTAGES
Implementation Efforts	<ul style="list-style-type: none"> ➤ Many more programs wanted to enroll in QUALITYstarsNY than we were able to include. 	<ul style="list-style-type: none"> ➤ Per-K expansion to use QUALITYstarsNY ➤ Early Learn and what they are doing to increase quality. ➤ Position the state as broader and leading competitive. ➤ What are successes, added value not yet on children, but staff and leadership. ➤ Find cooperate partners. ➤ CCRRs <ul style="list-style-type: none"> - Three have received quality as worker - Adapted statewide guideline on intensive technical assistance
Program Standards		
QUALITYscholars		
Data System		
Program/Provider Resources	<ul style="list-style-type: none"> ➤ The Early Care and Learning Council (ECLC) have met quality assurances certification requirements. 	

	<ul style="list-style-type: none"> ➤ There are 29 individual Child Care Resource and Referral (CCR&R) agencies that are completing the process now. ➤ Take two steps to enter network support program in QSNY. 	
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C. Promoting Early Learning and Development Outcomes for Children – Section C of the Early Learning Challenge Grant required states to choose at least two of four selection criteria: 1) Developing and using statewide, high-quality early learning and development standards; 2) Supporting effective uses of comprehensive assessment systems; 3) identifying and addressing health, behavioral, and developmental needs of children to support school readiness; and 4) engaging and supporting families. New York chose the first three selection criteria. It was decided that there was not sufficient existing activity in the 4th criteria to justify including that criteria in the proposal. The New York proposal received relatively high marks for criteria 1 (17 of 20 points); poorly for criteria 2 (12 of 20 points available); and ok for criteria 3 (15.4 of 20 points available). The ECAC has made significant progress in each area since the application was submitted including in the fourth selection criteria - engaging and supporting families.

Proposed changes in the selection criteria for this section – None

C.(1) Developing and using statewide, high-quality early learning, and development standards

COMPONENT	IMPLEMENTATION PROGRESS	ADVANTAGES/DISADVANTAGES
<p>Early Learning Guidelines</p>	<ul style="list-style-type: none"> ➤ Engage the use of the guidelines and disseminate the work (i.e. NAEYC, Work Groups); make sure trainers are using the guidelines. Make the documents available to the partners = make the guidelines active; track how the document will be used and understood; numbers mean more, but be specific, need context. By getting many partners to use the guide the information can be imbedded in training. ➤ Consult amongst state stockholders to determine if the guidelines are being implemented and if they can be a part of the current infrastructure, and in the future. A method is to use state meetings to engage in the use of the document. ➤ We need to know: <ul style="list-style-type: none"> - What is the market; - What have we done so far; - What will the Early Learning Challenge Grant (ELCG) allow us to do and can we do more; - What has been done thus far regarding Director Credential, who needs the credentials, and how do we do more. 	<ul style="list-style-type: none"> ➤ Using many partners to use the ---- ➤ What will the grant allow us to do?: <ul style="list-style-type: none"> - Follow up, research the areas where penetration has been less; - The grant may provide enough resources to go to the next level.

	<ul style="list-style-type: none"> - What does the data look like = data on courses taken and Child Development Associates (CDA) courses. ➤ What data should we get from other organizations? ➤ Get feedback on the use of the materials. ➤ Understand how we are working with teacher colleges and how the document is being used to prepare teachers. ➤ How does the ECAC engage to determine the need to use the document? ➤ Active, specific, embedded into practice and doing the work to get use of the document. ➤ Developed outreach materials to promote development screening, child care, DOC, parents. 	
<p>Improving Practice</p>	<ul style="list-style-type: none"> ➤ Early Intervention to include social and emotional development. They are creating an advisory group to produce guidance ➤ Engage the use of the guidelines and disseminate the work (i.e. NAEYC Work Groups); trainers are using the guidelines. Make the documents available to the partners = make active; track how the document will be used and understood; numbers mean more, but be specific, need context. By getting many partners to use the guide the information can be imbedded in training. 	
<p>Prekindergarten Foundation for the Common Core</p>	<ul style="list-style-type: none"> ➤ Engage the use of the guidelines and disseminate the work (i.e. NAEYC Work Groups); trainers are using the guidelines. Make the documents available to the partners = make active; track how the document will be used and understood; numbers mean more, but be specific, need context. By getting many partners to use the guide the information can be imbedded in training. ➤ Consult amongst state stakeholders to determine if the guidelines are 	

	<p>being implemented and if they can be a part of the current infrastructure, and in the future. A method is to use state meetings to engage in the use of the document.</p> <ul style="list-style-type: none"> ➤ We need to know: <ul style="list-style-type: none"> - What is the market; - What have we done so far; - What will the Early Learning Challenge Grant (ELCG) allow us to do and can we do more; - What has been done thus far regarding Director Credential, who needs the credentials, and how do we do more. - What does the data look like = data on courses taken and Child Development Associates (CDA) courses. ➤ Get feedback on the use of the materials. ➤ Understand how we are working with teacher colleges and how the document is being used to prepare teachers. ➤ How does the ECAC engage to determine the need to use the document? ➤ Active, specific, embedded into practice and doing the work to get use of the document. ➤ Developed outreach materials to promote development screening, child care, DOC, parents. 	
<p>Standards Alignment</p>	<ul style="list-style-type: none"> ➤ Engage the use of the guidelines and disseminate the work (i.e. NAEYC Work Groups); trainers are using the guidelines. Make the documents available to the partners = make active; track how the document will be used and understood; numbers mean more, but be specific, need context. By getting many partners to use the guide the information can be imbedded in training. 	

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C.(2) Supporting effective uses of comprehensive assessment systems

COMPONENT	IMPLEMENTATION PROGRESS	ADVANTAGES/DISADVANTAGES
Comprehensive Assessment Systems		<ul style="list-style-type: none"> ➤ Advantages: ECAC has private partnerships that can inform; educate the Board of Regents on this issue to gain their support. ➤ Concern: The Board of Regents does not understand the assessment is NOT testing a child but on three areas: <ul style="list-style-type: none"> - Goals - COR - Work sampling

C.(3) Identifying and addressing the health, behavioral, and developmental needs of children with high needs to improve school readiness

COMPONENT	IMPLEMENTATION PROGRESS	ADVANTAGES/DISADVANTAGES
Social-Emotional Development	<ul style="list-style-type: none"> ➤ Developed outreach material to promote developmental screening for parents, providers, and child care. ➤ Early Intervention Coordinating Council established a social emotional guidance task force with ECAC. ➤ Mapping our way to include social emotional training in work force development (This should be further along by the time the grant comes out) ➤ Training of child care health consultants on social emotional (AAP Bridge Project –ask Dina) ➤ Continue to partner with Project LAUNCH in all the social- emotional development work? ➤ Working to embed the social emotional information in training ➤ New Mapping: How to implement social emotional in workforce training, etc. ➤ Training child care health care consultants on development and social and emotional (more to come). ➤ In the Parent Kit, social emotional development. ➤ This has been priority issue for our ECAC. 	<ul style="list-style-type: none"> ➤ Strong relationship with Department of Health (DOH), Office of Mental Health (OMH) –strong support. ➤ This work has been a priority for the ECAC.

<p>Child and Adult Food Program Participation</p>	<ul style="list-style-type: none"> ➤ Lessons learned document disseminated to Child Care Resource and Referral (CCR&R) agencies and is being used by the Department of Health for program improvement. ➤ Healthy active living resources – more check on what is being taught at the trainings they offer ➤ Mapping out ways to include social emotional training in work force development (This should be farther along by the time the grant comes out). ➤ Training of child care health consultants on social emotional (AAP Bridges Project – ask Dina). ➤ Can we include Project LAUNCH in any of this. 	
<p>Program Quality Standards</p>	<ul style="list-style-type: none"> ➤ Working on resource section in QUALITYstarsNY ➤ Resource guide. 	<ul style="list-style-type: none"> ➤ Implemented 450 centers & homes ➤ The new child care regulations include HAL standards
<p>C.(4) Engaging and Supporting Families (New York did not respond to this selection criteria in the first round)</p>		
<p>COMPONENT</p>	<p>IMPLEMENTATION PROGRESS</p>	<p>ADVANTAGES/DISADVANTAGES</p>
<p>Family Engagement</p>		

Parenting Education		Advantage: NYSPEP, ECAC and Strong Family Work Group have a solid partnership to strengthen access to parents/families: their knowledge and understanding of early learning and development of quality programing.

D. A Great Early Childhood Education Workforce – Section D of the Early Learning Challenge Grant required states to show how they were building a strong early childhood workforce. The ECAC launched **New York Works for Children** to serve as the coordinating structure under which several early childhood education professional development initiatives are located. New York’s proposal received relatively high marks for efforts to build a Workforce Knowledge and Competency Framework (16.2 of 20 points available), but received only 12 of 20 points available for Improving Knowledge, Skills, and Abilities. The ECAC has made significant progress in each area since the application was submitted.

Proposed changes in the selection criteria for this section – Additional language was added requiring that proposed professional development opportunities be supported by evidence; aligned with the state’s workforce and competency framework; tightly linked to professional development approaches such as coaching and mentoring; and supported by a strong evidence as to why these policies and incentives will be effective in improving outcomes for high needs children. Another revision requires implementing effective policies and incentives (e.g., scholarships, compensation and wage supplements, tiered reimbursement rates, other financial incentives, management opportunities) to promote professional improvement and career advancement along an articulated career pathway.

D.(1) Workforce Knowledge and Competency Framework

COMPONENT	IMPLEMENTATION PROGRESS	ADVANTAGES/DISADVANTAGES
Core Body of Knowledge		
Higher Education Capacity Survey	➤ Research and evaluation data is available.	
Collaboration with Higher Education	➤ Currently working on a higher education inventory, and inventory articulation agreements.	

D.(2) Improving Knowledge, Skills and Abilities		
COMPONENT	IMPLEMENTATION PROGRESS	ADVANTAGES/DISADVANTAGES
Workforce Registry	<ul style="list-style-type: none"> ➤ Verifying qualifications of professional development providers. ➤ Currently developing training approval and statewide training calendar. ➤ People could use more support. ➤ Integrate with State Education Department teacher licensure database. 	
Professional Development	<ul style="list-style-type: none"> ➤ Consider including T.E.A.C.H. ➤ Creating pathways for people to develop expertise in technical assistance, coaching, etc. 	
QUALITYscholars	<ul style="list-style-type: none"> ➤ What is it spent on? ➤ How much has been used? ➤ What impact has it had? ➤ How many individuals have benefitted. ➤ Regional breakout. 	

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A. Measuring Outcomes and Progress – Section E of the Early Learning Challenge Grant required states to develop systems for collecting, organizing, and understanding evidence of young children’s progress across the range of domains essential for ensuring that early childhood education programs are high quality and meet the needs of every child. New York chose to address each selection criteria: Comprehensive Child Assessment and Early Learning Data Systems. The proposal received a low score for Comprehensive Child Assessment (10.2 of 20 points available), but did better for Early Learning Data Systems (14.6 of 20 points available). While some work has been conducted in each of these areas, New York would need to commit to implementing Kindergarten Entry Assessment and/or building an early learning data system prior to submitting a second application.

Proposed changes in the selection criteria for this section – None

E.(1) Comprehensive Child Assessment

COMPONENT	IMPLEMENTATION PROGRESS	ADVANTAGES/DISADVANTAGES
Kindergarten Entry Assessment	<ul style="list-style-type: none"> In partnership with the NYC Mayor’s Office, Department of Education, Administration for Children Services, and New York University, the ECAC has supported the development of a Common Metric, a validated tool that will be used to track child progress across the city and state among publically funded early childhood education programs that use research-based child assessment instruments. Without funding from the Early Learning Challenge Grant, the State Education Department has not discussed moving forward with a Kindergarten Entry Assessment. 	<p>Advantages – The Common Metric may be developed to serve as a Kindergarten Entry Assessment.</p> <p>Concern – There is currently no support for developing a Kindergarten Entry Assessment in New York. Not having a high quality plan to develop such an assessment will result in the loss of 10 bonus points.</p>

E.(2) Early Learning Data Systems

COMPONENT	IMPLEMENTATION PROGRESS	ADVANTAGES/DISADVANTAGES
Data System Development	<ul style="list-style-type: none"> The proposal for an early learning data system has been revised; any further work to develop the system requires funding. 	